



PROGRESS AND SERVICE

Building Partnership Between Georgia Tech and West Atlanta



CONTENTS

Introduction	0
Definition of Anchor Institutions	1
Spatial Immobility	1
Corporate status	1
Size	1
Anchor Mission: Social Purpose, Democracy, and Justice	1
Eds and Meds	2
University Responsibility	3
Enlightened Self-Interest	3
Financial Power	3
Tax Incentives	3
Knowledge Sharing	3
Urban Renewal Projects and Universities	5
The Growth of Community-University Partnerships	6
Georgia Institute of Technology	7
Quality Enhancement Plan	7
Westside Atlanta	11
Georgia Tech/Westside Interaction	14
Why Georgia Tech Should Work in Westside Atlanta	16
Methodology	17
Partnership	18
Current Tech Policy	18
Examples from Other Schools	18
Recommended Actions	19
Alternative 1 - Status Quo	19
Alternative 2 – Expand the WCA	19
Alternative 3 - Fund a shared community space	20
Display Alternatives	20
Monitor/Evaluate Outcomes	20
Education	21
Current Georgia Tech Policy	21
Examples from Other Schools	22
Recommended Actions	24
Alternative 1 - Status Quo	24

Alternative 2 – Increase mentorships in Westside schools.....	24
Alternative 3 – Service-learning courses focus on Westside	24
Alternative 4 –Build a new Westside school.....	24
Display Alternatives	25
Monitor/Evaluate Outcomes	25
Workforce Development.....	26
Current Tech Policy.....	26
Examples from Other Schools.....	26
Recommended Actions.....	26
Alternative 1 – Status Quo	26
Alternative 2 – Fund Computer Lab long-term	26
Alternative 3 – Create scholarship program for Westside residents for Continuing Education.....	26
Display Alternatives	26
Monitor/Evaluate Outcomes	27
Economic Development	28
Examples from Other Schools.....	28
Recommended Actions.....	28
Alternative 1 – Status Quo	28
Alternative 2 – Direct purchasing	28
Alternative 3 – Cooperative model.....	29
Display Alternatives	30
Monitor/Evaluate Outcomes	30
Next Steps	31
Conclusion.....	32
References	0

INTRODUCTION

The Westside of Atlanta is a series of vibrant, historical neighborhoods that sits adjacent to the Georgia Institute of Technology. Policy decisions from the local to the federal level have negatively impacted the community and created an area of high joblessness, home vacancies, and low educational attainment. As a leader, financial powerhouse, and a good neighbor, it is recommended that Georgia Tech commit to partnering with the community to find solutions to these systemic problems. By looking at the examples proposed by other institutions of higher learning, Georgia Tech can create a solid plan of action.

DEFINITION OF ANCHOR INSTITUTIONS

While large institutions such as “universities, hospitals, sports facilities, performing arts, cultural facilities like museums and libraries, public utilities, and some large churches and local corporations” (Ehlenz and Birch 2014) have played strong roles in communities for decades, the term “anchor institution” was not first used until the early 2000s. In a roundtable discussion, the Aspen Institute introduced the term as, “institutions that have a significant infrastructure investment in a specific community and are therefore unlikely to move out of that community” (Fulbright-Anderson et al 2001). While this term is used frequently, there is no singular definition. Taylor notes (2013) there are forty-one definitions associated with anchor institutions and divides the definition into four aspects: spatial immobility, corporate status, size, and anchor mission: social purpose, democracy, and justice.

Anchor Institution Mission “Consciously apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside”

- The Democracy Collaborative

SPATIAL IMMOBILITY

Spatial immobility addresses the original Aspen Institution definition of anchor institutions. The Netter Center (2008) describes colleges and universities as “place-based institutions with a vested interest in their geographical communities mainly because of sizeable real estate holdings and local investment, which makes it difficult and costly for them to move”. The physical inability to relocate is not the only reason an organization feels committed to community. Webber and Karlstrom

(2009) explain the institutions are geographically tied because of “mission, invested capital, or relationships to customer or employees”.

CORPORATE STATUS

While Webber and Karlstrom’s (2009) definition of anchor institutions includes both nonprofit and corporate, they note the recent trend in mobility of corporations has lessened their ties to the community thus shifting the definition of anchor institutions towards nonprofits. The ability for the modern corporation to be “footloose” (Taylor 2013) is the primary reason anchor institution policies focus on nonprofits.

SIZE

For an institution to have an impact on their community, they must be of substantial size. There is no threshold but most authors agree that anchor institutions are some of the, “largest nonpublic employers” in the city (Webber and Karlstrom 2009, Netter Center 2008). In fact, anchor institutions are among the top ten private employers in all of the largest 20 cities in the United States (Netter Center 2008). They are in essence, “economic engines in their cities” (Maurasse 2007).

ANCHOR MISSION: SOCIAL PURPOSE, DEMOCRACY, AND JUSTICE

The Anchor Institutions Task Force (AITF) recommends anchors reach beyond the role of economic drivers and create a “social-purpose mission” (Taylor 2013). The Democracy Collaborative defines the anchor institution mission as, “consciously apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside” (Alexroth 2010).

Anchor Institutions run the gambit of types of entities but the term “Eds and Meds” has come to specifically describe a subset of anchor institutions which includes universities and medical centers. These institutions have garnered greater attention because unlike other anchor institutions the “Eds and Meds” are less likely to move. Maurasse (2007) notes, “the identity of most universities is tied to their locations”. Corporations can easily transfer locations and the same can be said for sports teams and facilities. Other nonprofits that are geared towards cultural affairs bring neither the financial strength nor the sheer size found in universities and hospitals. At the core of the mission of many institutions of higher education is social responsibility. Harkavy (2012) describes the primary pursuit of universities is, “to contribute to a healthy democratic society”.

UNIVERSITY RESPONSIBILITY

There are a number of reasons why an institute of higher learning should take a role in community development including enlightened self-interest, financial power, tax incentives, and knowledge sharing. Harkavy (2009) states, “when the entire university is engaged, including all its resources – human, academic, cultural, and economic – enormous progress can be made in improving the communities in which they are located”.

ENLIGHTENED SELF-INTEREST

For decades, universities developed according to their specifications. Community participation was irrelevant and often avoided (Perry and Wiewel 2005). Many universities only created dialogue after local crime spilled onto their campus (Alexroth 2010). The administration and trustees recognized that swift action was necessary or else enrollment and donations might suffer. Judith Rodin, President of the University of Pennsylvania, used the phrase “enlightened self-interest” when describing the universities’ push for community development (2007). Harkavy stated, “Universities also cannot afford to be islands of affluence, self-importance, and horticultural beauty in seas of squalor, violence, and despair” (Netter Center 2008).

FINANCIAL POWER

Due to a number of planning and policy decisions over the last century, central cities have seen both an economic and population decline. Prior to the 1980s, economic revitalization was the responsibility of the federal government (Fanstein 2011) but between 1980-2006 there were sharp declines in federal domestic spending especially monies allocated for community development (Alperovitz et al 2007). Today, the financial burden of economic development falls on local jurisdictions with heavy

reliance on private funding (Fanstein 2011). Wiewel (2000) does not find issue in a reduction of federal spending on social programs because he believes community revitalization is not the sole responsibility of the government. Maurasse (2007) sums up the situation perfectly, “government, at any level, does not possess the dollars, thinking and capital needed to navigate the complexity of today’s cities”. Pure reliance on the government creates culturally insensitive top-down approaches. Rather a “multiagency, multidisciplinary approach” creates a greater impact.

Anchor universities have access to funds through their endowments, require an extensive labor pool, and significant purchasing power (ICIC 2002, ICIC 2011, Netter Center 2008). As noted, universities are “fixed in place and unable to operate completely in virtual worlds or offshore, as corporate entities so often choose to do” (Etienne 2013). This “sticky capital” is a key reason anchor universities become cities’ best hope for revitalization (Maurasse 2007).

TAX INCENTIVES

Besides having access to a large pool of resources, nonprofit institutions of higher learning receive countless benefits from the government including subsidies and tax-free land. As beneficiaries of public funding, it is important for nonprofits to repay their debt to society. Adams (2003) notes “we expect publicly supported nonprofit universities to contribute to the economic and social development of their surrounding communities.”

KNOWLEDGE SHARING

The university resources available to communities are not solely financial. Universities have vast intellectual capital that “promotes innovation by training symbolic analysts and producing new

knowledge” (Adams 2003) all of which can be easily shared with the greater community. The original founding of U.S. higher education recognized universities as places of knowledge development (Benson et al 2007) and the modern function of the university is to, “advance, preserve, and transmit knowledge” (Benson and Harkavy 2000). Alexroth (2010) acknowledges the need for institutions to combine, “human and intellectual resources, to better the long-term welfare of the places in which they reside”.

URBAN RENEWAL PROJECTS AND UNIVERSITIES

The Federal Highway Act transformed many cities in the 1950s. Neighborhoods were cleared to build interstates that both physically and figuratively divided the city. Poor, primarily minority communities, were segregated away from the central business districts. At the same time, Title I of the Housing Act of 1949 created urban renewal projects which were “the technique of the wholesale demolition of buildings in designated slum areas, most often without any provisions for the relocation of their previous low-income tenants – and the construction of grand new development that were to revitalize the areas” (Marcuse and Potter 2005). These projects were specially designed to not only transform the landscape but also generate an environment that improved the human condition. On paper, intentions might have been noble, but in reality the aim was to “systematically replace one group of humans with another” (Jackson 2008).

While much of the literature discusses the use of Title I by housing authorities to clear slums to make way for public housing, universities as actors of the state (b/c funded) also participated (Perry and Wiewel 2005). For example, when the University of Pittsburgh transitioned from a private to a public university in 1966, they became eligible to receive special financing under the Title I program. The General State Authority was able to use eminent domain to acquire a two-block area for the University. The master plan included \$100 million in construction projects and as is often the case, the University “ignored grassroots and noninstitutional interests” (Deitrick and Soska 2005).

The University of Pennsylvania also enjoyed the funding created for urban renewal projects. The University with close partnership with the City, cleared city blocks, relocated residents, and shuttered businesses. The West Philadelphia “dynamic African American working-class” community of

Black Bottom was decimated when the West Philadelphia Corporation, an arm of the University of Pennsylvania, built the University City Science Center. A combination of redevelopment legislation and eminent domain further pushed the University over the surrounding neighborhoods (Rodin 2007). There was not even a disguise of community partnership as the University specifically designed buildings to orient inwards towards campus. This left the community facing the backs of buildings (Netter Center 2008). By the end of the decade, the University was the largest landowner in the city.

THE GROWTH OF COMMUNITY-UNIVERSITY PARTNERSHIPS

A number of universities shifted their community relationships once they were forced to look beyond their student body and recognize their surrounding neighborhoods. As in the case of the University of Pennsylvania and Yale University, this occurred after a member of the university community was murdered. Parents threatened to remove their children and future enrollment was at risk. For these universities, the community problems jeopardized their financial status (Alexroth 2010).

As the University of Pennsylvania President Judith Rodin wrote, “crime was rampant, the public schools were failing, and housing prices were stagnant. It had become clear to the trustees that if Penn did not intercede, the community’s problems would ultimately become the University’s problem” (2007). Due to the contentious past, the administration at the University of Pennsylvania recognized the need for community approval. Otherwise, relationships would remain gridlocked without a change in policy.

GEORGIA INSTITUTE OF TECHNOLOGY

Georgia Institute of Technology (herein known as Georgia Tech or the University) was created post Civil War in 1885 as way for the agrarian South to catch-up with the industrial North. A number of cities were considered for the University's home but eventually Atlanta became the top choice. The original campus consisted of four donated acres as well as nine purchased acres. Today the campus covers 400 acres (Georgia Tech 2014c).

In 2013, there were a total of 21,471 students enrolled at Georgia Tech from 114 countries (Georgia Institute of Technology 2014a). A majority of students are residents of Georgia with 79 percent of state residents coming from metro Atlanta high schools (Georgia Institute of Technology 2014b). For fiscal year 2012-2013, the University awarded 37 million dollars in financial aid (Georgia Institute of Technology 2014c).

Georgia Tech consistently receives top rankings both at the university and department level. For example, in 2015 the University was ranked #7 Top Public Universities by U.S. News and World Report and the industrial engineering program has remained #1 for two decades (Georgia Institute of Technology 2015). The Academic Ranking of World Universities listed Georgia Tech as the sixth-ranked engineering university in the world (Georgia Institute of Technology 2014).

QUALITY ENHANCEMENT PLAN

Every ten years, the University must go through accreditation process which is "a non-governmental peer-review process that assures the quality of the postsecondary education students receive" and is overseen by the Commission of Colleges of the Southern Association of Colleges and Schools (Georgia Institute of Technology 2015b). As part

of the process, the University creates a Quality Enhancement Plan (QEP) as a tool to guide student learning. For example, the 2005 QEP called for "Strengthening the Global Competence and Research Experiences of Undergraduate Students" (Georgia Institute of Technology 2015c). Results from this program included an increase in students studying abroad, the creation of several new international exchange programs, as well as international internships. For a number of the initiatives, the University surpassed the proposed assessment goals (Georgia Institute of Technology 2015d)

In 2013, Georgia Tech began the process to renew their accreditation. The University put a call out for "QEP concept paper proposals" with a goal to find a multidisciplinary plan that influenced student educational experience and strengthened Georgia Tech's motto of "Progress and Serve" while complementing the 25-year strategic plan. The five goals are:

- **Goal 1:** Be Among the Most Highly Respected Technology-Focused Learning Institutions in the World
- **Goal 2:** Sustain and Enhance Excellence in Scholarship and Research
- **Goal 3:** Ensure That Innovation, Entrepreneurship, and Public Service are Fundamental Characteristics of Our Graduates
- **Goal 4:** Expand Our Global Footprint and Influence to Ensure That We Are Graduating Good Global Citizens
- **Goal 5:** Relentlessly Pursue Institutional Effectiveness
(Georgia Institute of Technology 2010)

A total of five concept papers were received. Two were recognized as potential opportunities, Jack-ets for a Sustainable Future and Service Learning and Community Engagement, because both papers supported "the drive to have graduates who can address real-world problems that are

grounded in critical community and societal challenges, and fulfill Georgia Tech’s mission of improving the human condition in Georgia, the United States, and the world”. Rather than designate only one paper as the winner, the two teams worked together to blend their concepts thus the new GA Tech Quality Enhancement Plan “Serve●Learn●Sustain” was adopted. In a letter from GA Tech President Peterson to the Southern Association of Colleges and Schools, the President notes the new QEP helps “bring renewed meaning to the Institute motto of Progress and Service” (Georgia Institute of Technology 2015a).

“Technological change is fundamental to the advancement of the human condition. The Georgia Tech community – students, staff, faculty, and alumni – will realize our motto of “Progress and Service” through effectiveness and innovation in teaching and learning, our researches advances, and entrepreneurship in all sectors of society. We will be leaders in improving the human condition in Georgia, the United States, and around the globe”

– Georgia Tech Mission Statement

There are six goals for student learning outlined in the QEP. Each of these goals has a number of actions to be implemented with five year anticipated participation (Georgia Institute of Technology 2015a).

Goal 1 – Build Student Awareness of Issues and Opportunities

Actions to be implemented:

- Develop a freshman camp, based on an existing model, with selective admission and advertised to all incoming freshmen;

- Include readings and discussion on sustainable communities in Project One/GT 1000;
- Communicate opportunities with prospective and new students and their parents through admissions materials and at FASET (new and transfer student) orientation;
- Support student organizations that focus on sustainable community engagement;
- Organize events that promote and celebrate sustainable community efforts.

Participation target outcomes (by the end of five years):

- One hundred students participate in freshman camp annually;
- At least half of all FASET orientation offerings include sustainable communities content;
- Four to six student organizations or student organization activities are supported explicitly via the QEP;
- At least two events per year (one per semester) showcase student work in sustainable communities in a public setting.

Goal 2 – Develop Knowledge and Skills

Actions to be implemented:

- Develop sophomore-level classes in *Foundations of Sustainability with Applications to Sustainable Communities and Community Engagement Methods with Applications to*
- *Sustainable Communities*;
- Support the infusion of sustainable community considerations into freshman courses taken by many majors, e.g., Biology 1510 (Biological Principles), English 1101 (English Composition), Earth and Atmospheric Sciences 1600 (Introduction to Environmental Science) or 1601 (Habitable Planet), Computer Science 1371 (Computing for Engineers);

- Support the development of new courses and refresh of existing courses at the sophomore year and beyond as part of a proposal solicitation and review process

Participation target outcomes (by the end of five years):

- Three sections of 75 students/year of the two new courses (450 students/year, representing about 16% of the sophomore class size) are offered;
- At least 50 percent of students take at least one freshman course with sustainable community infusion;
- Up to 16 new electives and 28 existing courses across the Institute are refreshed with sustainable communities content.

Goal 3 – Connect to Practice

Actions to be implemented:

- Increase co-op and internship opportunities in sustainability and community engagement, with an “SC” (sustainable communities) labeling scheme to assist with tracking;
- Create a 1-credit guided reflection and seminar addition to external experiences to increase student connection between on-campus learning and external experiences.

Participation target outcomes (by the end of five years):

- At least 5 percent of co-ops and internships carry the SC label;
- At least 25 percent of students taking an SC-labeled co-op or internship complete the 1-credit reflection seminar.

Goal 4 – Structure Deep Learning Experiences

Actions to be implemented:

- Support the development of service learning capstone courses focused on sustainable communities or with projects that include sustainable community options;
- Increase the number of Vertically Integrated Projects (VIPs) with a sustainable community relationship;
- Create Public Service and Innovating for Sustainability pathways.

Participation target outcomes (by the end of five years):

- Eight new VIP projects have the sustainable communities theme;
- One capstone section (or equivalent) in all majors that have a capstone requirement is focused on or includes projects that advance the creation of sustainable communities;
- At least 120 students complete the Public Service or Innovating for Sustainability pathways each year.

Goal 5 – Build Long-Lasting Values and Beliefs

Supported by Goals 1-4

Goal 6 – Create Supporting Institutional Infrastructure

Actions to be implemented:

- Develop and maintain QEP-focused partnerships to create meaningful opportunities for students to engage with sustainability and community issues;
- Create workshops and a pedagogical material repository that support faculty in adapting existing courses and/or developing new courses;
- Develop an IT infrastructure for partner/project/faculty/student matchmaking and pathway tracking;

- Develop and execute a marketing and communication plan for internal and external audiences;
- Educate academic advisors and career development personnel who can guide students appropriately in pathway selection and the expanded set of career opportunities.

Infrastructure target outcomes (by the end of five years):

- Ten deep educational partnerships and a set of other smaller partners providing service learning projects across the Institute have been established;
- Workshop material is owned by the colleges and disseminated to external partners;
- The project clearinghouse is in wide use by faculty and external partners alike;
- Georgia Tech is well-known by prospective students, current students and faculty, and externally for sustainable communities engagement;
- Academic advisors effectively guide students with sustainability and community engagement interests.

Throughout the process, the University will ensure goals are being met by tracking and evaluating progress. The assessment methods include “counts and demographic analysis of student participants, tracking of sustainable community engagement opportunities generated by the program, number and type of community and corporate partners, analysis of the number and type of courses infused with sustainable community engagement content, and analysis of formative feedback obtained from QEP participants (e.g., training workshop attendees, students engaged in QEP awareness activities, etc.)”.

QEP Desired Student Learning Outcomes

**BUILD STUDENT
AWARENESS**

**DEVELOP KNOWLEDGE
AND SKILLS**

CONNECT TO PRACTICE

**STRUCTURE DEEP
LEARNING EXPERIENCES**

WESTSIDE ATLANTA

The Westside area of Atlanta is located in Neighborhood Planning Units (NPU) K, L, and T as demonstrated in Figure 1. The community to the east is bordered by Northside Drive and the south by Ralph D. Abernathy. Interstate 20 bisects the area.

In 2010, there were 31,000 residents (U.S. Census Bureau 2010b) with the population 91 percent African American (U.S. Census Bureau 2010a). Overall, the population has a lower educational attainment level when compared to both Atlanta and the United States. For the population over age twenty-five, 20 percent of West Atlanta residents do not have a high school diploma or equivalency compared to 10 percent in Atlanta and 9 percent nationally. Associates, bachelors, and graduate degrees are also lower than the city and national average. Figure 2 compares educational attainment. This number may be skewed because of the location of the AUC and other neighboring universities so students are residents.

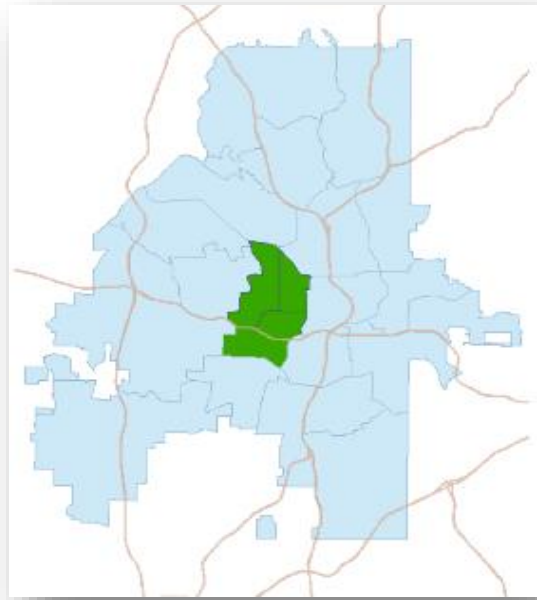


Figure 1 - Westside Atlanta

West Atlanta is zoned under the Atlanta Public School (APS) school system which is considered by many to be “broken”, including the recently hired superintendent Dr. Meria Carstarphen. While recent problems including a 2009 cheating scandal have brought attention to current issues at APS,

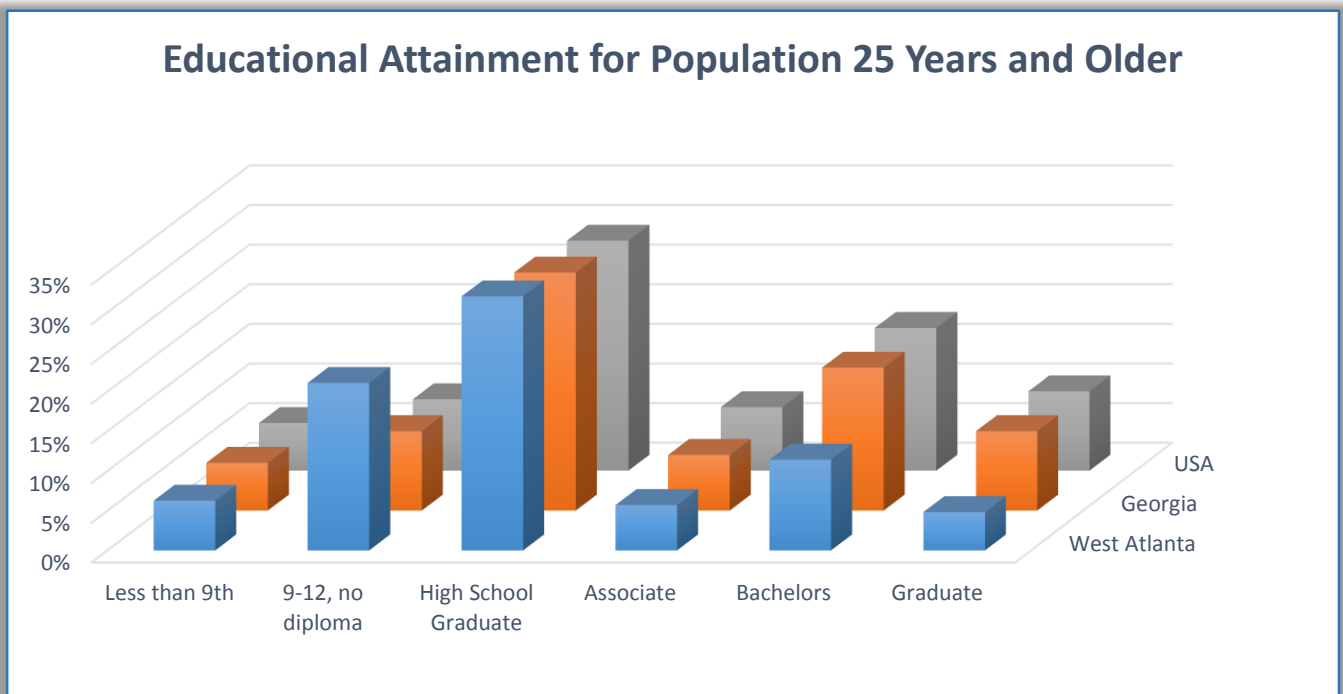


Figure 2 - Educational Attainment Source: U.S. Census Bureau, 2006-2010 American Community Survey, S1501 Educational Attainment

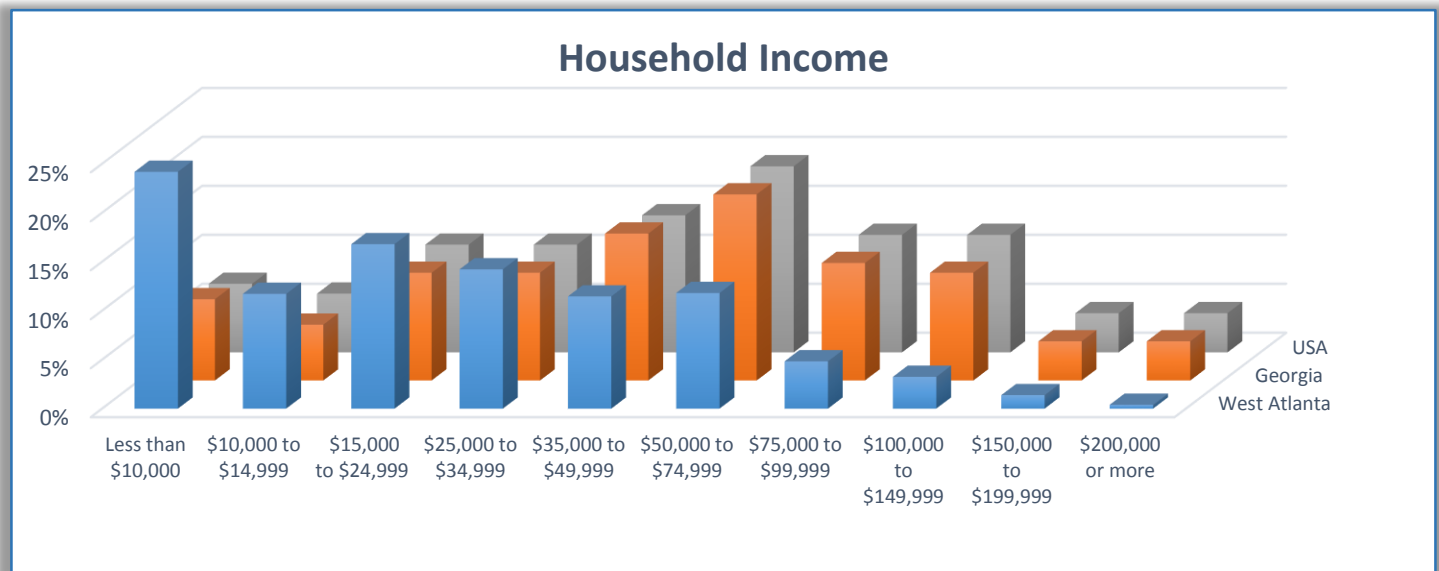


Figure 3 - Household Income Source: U.S. Census Bureau, 2006-2010 American Community Survey, DP03 Selected Economic Characteristics

Dr. Carstarphen believes the district is suffering from “a multigenerational breakdown of systems” (Waits 2015).

Due to low residential numbers among other factors, APS decided to close a number of schools in the area including Kennedy Middle and Herndon Elementary Schools. Currently, APS is working to organize the district into clusters similar to the charter school model. The area that would cover the Westside would primarily be the Washington cluster. Schools in this cluster include Bethune, Connally, Jones, and Venetian Hills Elementary, Brown Middle School, and Washington High School.

According to the 2010 Census, the unemployment rate in West Atlanta was approximately 18 percent. This is twice the national rate of 9 percent (Bureau of Labor Statistics 2015). Overall household income for West Atlanta is well below the state and national averages. At 24 percent, the largest income bracket is for households earning below \$10,000. This is three times the city and national averages. Ten percent of households earn

\$75,000 or more compared to 31 percent of Georgia households and 32 percent of U.S. Figure 3 compares household income.

The vacancy rate is significantly higher than both Atlanta and the United States as demonstrated in Figure 4. At 35 percent, the rate is three times the

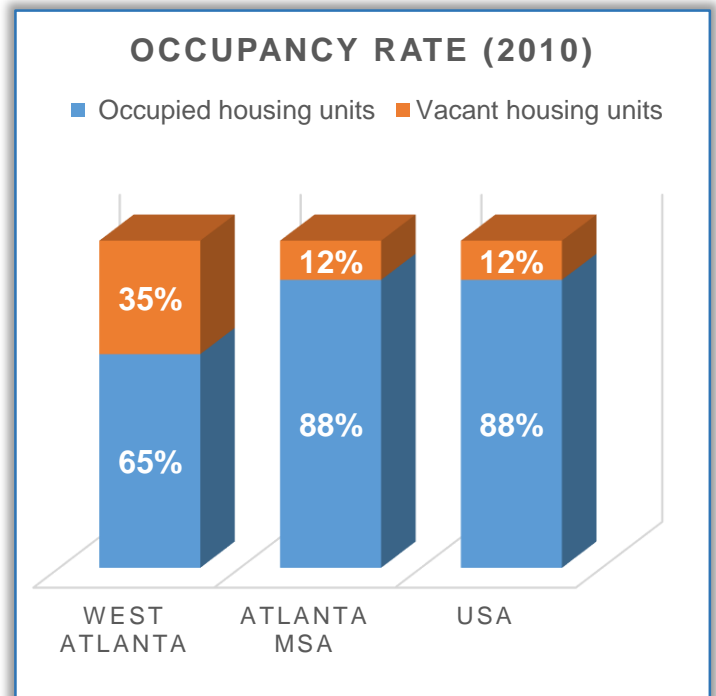


Figure 4 - Occupancy Rate

vacancy rate of the U.S. at 12 percent. The housing tenure rates are significantly different in West Atlanta compared to Georgia and the United States (Figure 5). Both Georgia and the U.S. have average renter occupancy around 33 percent, while West Atlanta is over twice this rate at 69 percent. Overall, the value of owner-occupied housing in West Atlanta is lower than Georgia and the United States. Figure 6 demonstrates the largest number of homes, at 28 percent, fall in the price range of \$50,000 to \$99,999.

Today, the Westside is home to over 1,700 businesses, which range from small home businesses to large multimillion dollar music studios. Other businesses include caterers, web designers, furniture manufacturing, and metal manufacturing.

West Atlanta is often recognized for the multitude of problems the residents face but it should also be recognized for its vibrant community. There are a number of neighborhood organizations working in the area. These organizations cover a wide range of topics and interests. They include, among many others, the Conservancy at Historic

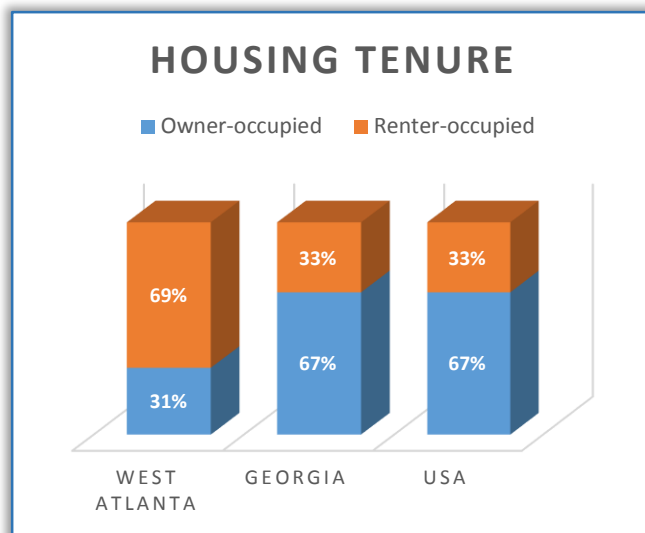


Figure 5 - Housing Tenure Source: U.S. Census Bureau, 2006-2010 American Community Survey, DP04 Selected Housing Characteristics

Washington Park, Historic Westside Cultural Arts Council, Proctor Creek Stewardship Council, Vine City Civic Association, and West End Merchant Coalition (Westside Communities Alliance 2013a).

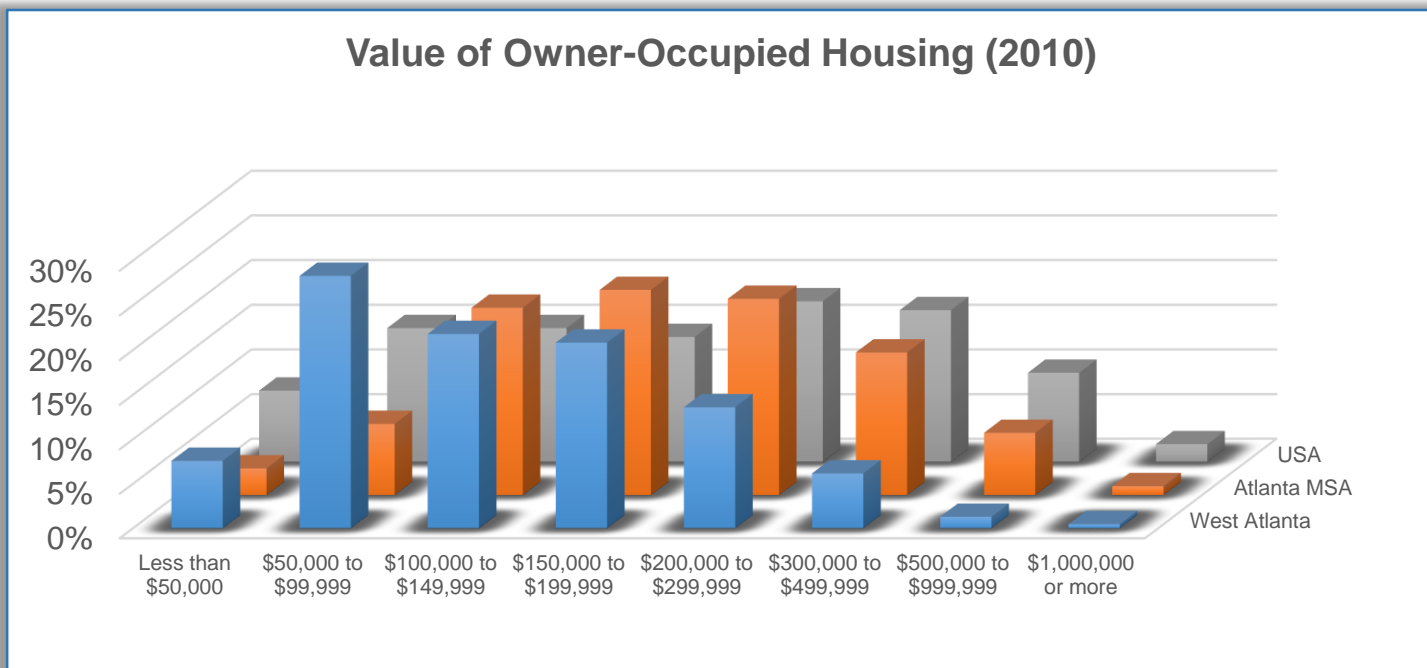


Figure 6 – Value of Owner-Occupied Housing

GEORGIA TECH/WESTSIDE INTERACTION

The University began with 13 acres in 1885 and over the next half century, the University purchased surrounding property as needed to accommodate the needs of the small student body. By the early 1950s, Georgia Tech's student population had reached campus capacity at 6,000 due in part to the G.I. Bill. Land values around the campus stymied expansion until the early 1960s when Georgia Tech, like so many urban campus' around the United States, was able to take advantage of Urban Renewal programs which allowed "for the first time in the 75-year history of Georgia Tech, the opportunity to acquire, at one time, a land area which at any other period in our history would have been impossible" (Georgia Institute of Technology 1964).

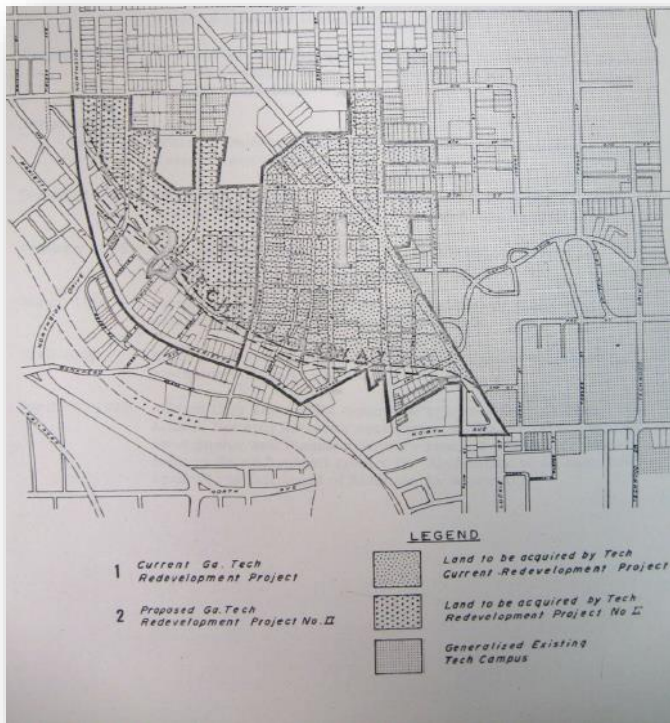


Figure 7 - Georgia Tech Urban Renewal Plan

The first step of the process began in June 1962 with the "completion and presentation by Wylly Keck Engineering Associates of report on Georgia Tech Campus Plan recommending urban renewal

program" (Georgia Institute of Technology 1966). Over the next ten years, Georgia Tech acquired 128 acres costing the University approximately \$58 million dollars (amount adjusted for inflation). Figure 7 shows the land area that Georgia Tech acquired under Urban Renewal. All of the acquired property was situated in the southwest quadrant of the campus in a "land area bounded along Hemphill and North Avenue by a band of light industrial, and commercial property, but the remainder of the area as generally classified, is predominantly slum" (Georgia Institute of Technology 1964).

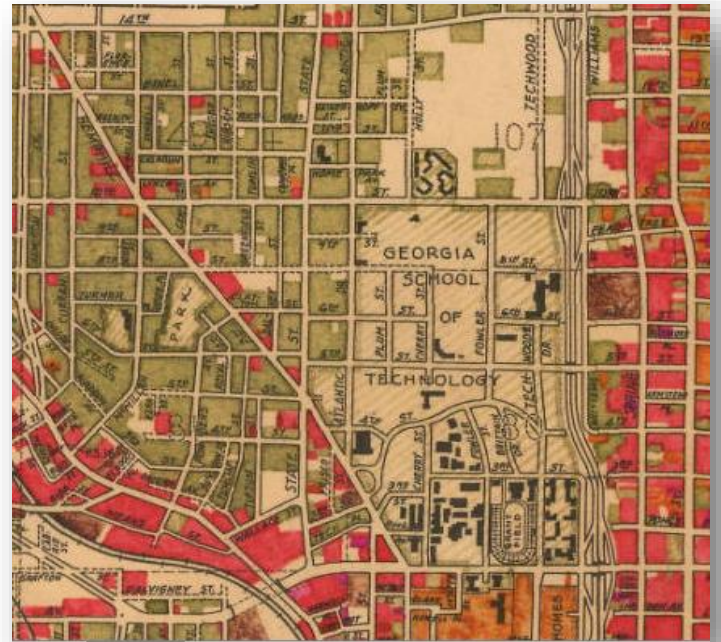


Figure 8 – Residential Land Use (City Planning Commission of Atlanta 1952)

Figure 8 shows the residential land use in green and the business zones in red. When compared to the Georgia Tech Urban Renewal Plan, it is clear most of the land to be acquired was residential. Figure 9 depicts the area classified as the "Negro Residential Area". It is clear a significant portion of the Georgia Tech Urban Renewal project occurred here.



Figure 5 - Negro Residential Area (City of Atlanta 1962)

Since the Urban Renewal development projects of the 1960s and 70s, there has been little to no development on the Westside by the University. Instead, the University has moved across I-85 into Midtown and with the help of the Olympics south into Techwood.

Georgia Tech has long worked in the Westside for study purposes. During community meetings, there is the sentiment that Georgia Tech, along with other Atlanta institutions, only use the Westside as a place for research. The residents often feel like test subjects.

WHY GEORGIA TECH SHOULD WORK IN WESTSIDE ATLANTA

The question is often raised as to why Georgia Tech should take an interest in the Westside and the argument is often made that Georgia Tech and the Westside are not direct neighbors. While this is true that the two communities are separated by number of large roads, the Georgia Tech-Midtown development across the “gulf created by interstate” has shown that University is not afraid of crossing large barriers (Clough 2007). In a speech entitled “Vanishing Boundaries, former Georgia Tech President Wayne G. Clough (2007) states “I would argue the boundaries set by the perceptions of others are limits that we should not accept. We have to be willing to provoke change and assume leadership to erase boundaries that would otherwise stand in our way. As boundaries at a distance are vanishing between Georgia Tech and its global partners, so too are those between our campus and the neighborhoods that surround us here in Atlanta. We used to be bounded... to the east... and to the south. We became an island-state, remote from our neighbors and unable to work with others to defeat the blight that came with isolation.”

Ignoring the constructed boundaries between Georgia Tech and the Westside to create a shared community space would also help satisfy the goals set out by the 2015 QEP. Combining Georgia Tech’s financial power, with its students’ ingenuity, and the University’s “strong technical foundations, could have a profound impact on the communities with which it is engaged” (Georgia Institute of Technology 2015).

METHODOLOGY

There are four suggested areas that Georgia Tech should pursue to enhance community relations with the Westside – Partnership, Education, Workforce Development, and Economic Development. Each section is organized in the same manner. The first section looks at current policies at Georgia Tech. This is followed by a description of other programs around the nation. There are many impressive examples so I first chose Georgia Tech peer institutes. Peer institutions are those that are similar to an institution as well as those that are “aspirational”. I also included exemplary programs that could not be disregarded. The next section gives alternative actions for the University to consider. The alternatives are then displayed in a modified Goeller scorecard matrix. This allows for quick comparison between options. Finally, I created a set of metrics for the University to collect and analysis.

GEORGIA INSTITUTE OF TECHNOLOGY

- California Institute of Technology
- Carnegie Mellon University
- Cornell University
- Johns Hopkins University
- Massachusetts Institute of Technology

- North Carolina State University
- Northwestern University
- Pennsylvania State University
- Purdue University
- Stanford University
- Texas A & M University
- University of California – Berkeley
- University of California – Los Angeles
- University of Florida
- University of Illinois – Urbana-Champaign
- University of Michigan – Ann Arbor
- University of Minnesota
- University of Texas – Austin
- University of Washington – Seattle
- Virginia Polytechnic Institute and State University

(Georgia Institute of Technology 2015)

PARTNERSHIP

CURRENT TECH POLICY

Georgia Tech established the Westside Communities Alliance (WCA) in 2011 as a communications network between Georgia Tech and the neighboring communities to the west of the University including Vine City and English Avenue. It is maintained as a partnership between the Ivan Allen College of Liberal Arts, the College of Architecture, and the Office of Government and Community Relations (Westside Communities Alliance 2013) and works to ensure cross department communication about projects occurring in the Westside. Besides being a conduit between university departments, the WCA also “seeks to build or strengthen partnerships with external organizations such as businesses, nonprofits, neighborhood associations, public schools, police and fire departments, other universities and residents” (Gumbrecht 2012).

“At Georgia Tech, we honor the obligation to provide proof of our intention to be good neighbors in our own community. We understand the critical importance of taking the sustainable solutions for the complex challenges that we all face. We are a 21st century technological university who takes seriously the need to think holistically about problems and issues, and to work cooperatively with others in support of our common concerns.” – Dean Royster

Over the past several years, the WCA has been involved in a number of large-scale projects. For example, in 2014 after hearing community members request a forum to discuss issues deeper regarding development in the Westside, the WCA organized a twelve-week community studio. Georgia Tech

professors facilitated discussions on a range of topics including housing, digital media, and transit. The studio was open to leaders of Westside community organizations and allowed the groups to engage not only with Georgia Tech professors but also with one another to create a common front. Studio sessions were designed to “1) enhance technological literacy for using data-driven resources; 2) support the development of strategic planning and implementation processes in Westside community organizations; and 3) deepen the capacity of community organizations and leaders to plan, implement, assess, and sustain strategic community improvement actions. (Westside Communities Alliance 2014)

By working *with* the community rather than simply *in* the community, the WCA works to improve relationships between the University and its neighbors. The impressive work conducted by the WCA has not gone unnoticed because in October 2014, the organization was honored with the Chancellor’s Gold Service Excellence Award Team of the Year from the University System of Georgia. This award recognizes a team that demonstrates the attributes of service excellence “Respectful, Accessible, Informed, Supportive, and Responsive” (University System of Georgia 2014)

EXAMPLES FROM OTHER SCHOOLS

The University of Minnesota, a Georgia Tech peer institute, had a history of working in the North Minneapolis community of Northside but often not consulting with residents. The “university research had rarely involved community members in project design. Instead, community members had primarily been treated as research “subjects” with little involvement in project goal setting, implementation, or assessment”. The University wanted to break this cycle as well as achieve its mission as an urban research university so it created the Urban Research and Outreach/Engagement Center (UROC). The problem was “people were really

nervous the university was going to come in and then leave once they got what they needed”. To show their “commitment to collaboration”, the University purchased and renovated a 21,000-square-foot shopping center to house the UROC. The founding executive director, Irma McClaurin, describes the situation, “We’re not a social service. We are truly trying to establish a partnership where we can be good neighbors”. After discussions with community members, the UROC chose to focus on three core areas: education, health, and community and economic development. Since its inauguration in 2009, the UROC now houses several community-university partnerships including the Urban Area Health Education Center, the Business Tech Center, and the Northside Partnership Community Affairs Committee (Alexroth 2010).

University-Community Partnership Programs at the Urban Research and Outreach/Engagement Center

- “500 Under 5” – early childhood intervention program
- Center for Health Equity
- Urban Area Health Education Center – introduces youth to health careers
- Extension programs in urban youth development, nutrition education, and family development
- University Northside Partnership Community Affairs Committee
- Business Tech Center – programs in youth entrepreneurship, small business training, computer training and refurbishing

A well-known community-partnership model is the Netter Center at the University of Pennsylvania. Founded in 1992 it is “Penn’s primary vehicle for brining to bear the broad range of human knowledge need to solve the complex, comprehensive, and interconnected problems of the American city so that West Philadelphia, Philadelphia, the University itself, and society benefit” (Netter Center for Community Partnerships 2012a). It is housed in the Office of Government and Community Affairs (Netter Center for Community Partnerships 2012b). The center receives an annual operational fund of one million dollars along with a ten million dollar endowment from a Penn alumnus (Hodges and Dubb 2010).

RECOMMENDED ACTIONS

There are three prime options for Georgia Tech regarding improved partnership with Westside Atlanta. The University can continue to fund the Westside Communities Alliance at its current rate with two employees and a graduate research assistant. Georgia Tech can also choose to expand the WCA but continue to house their office on campus. Finally, Georgia Tech can help relocate the WCA into a space within the Westside.

ALTERNATIVE 1 - STATUS QUO

In four years, the WCA has made great strides. They have not only helped connect Georgia Tech students and professors with organizations already doing great work in the Westside but they have also helped facilitate dialogue between Westside organizations and community members with other large institutions (school district, government, etc.).

ALTERNATIVE 2 – EXPAND THE WCA

While Georgia Tech has made a commitment to community work through the creation of the Westside Communities Alliance, the University has

dedicated little funding to the organization. Funding by the University has been on a year-to-year basis and the WCA staff must spend time looking for outside funding sources rather than stay focused on the critical work that must be done. Georgia Tech could follow the model of the University of Pennsylvania and set aside a substantial budget for the Westside Communities Alliance. This would allow the WCA to expand their staff thus allowing more hours in the community. A larger allotment of funds can also support technical projects that need financing. Finally, by setting aside funds through the University, it would free up time that is currently dedicated to grant writing. If Georgia Tech helps to expand the WCA, it would show the community a greater commitment by the University and relieve the worries that the organization may not be around in the future. Under this scenario, the WCA would continue to have its office on campus.

“We have to put up proof of our good intentions. We have to build trust and demonstrate commitment. This is the kind of work Georgia Tech can engage in as a 21st century technological university. It is complex problem solving approached from societal and technological perspectives.” – Dean Royster (Gumbrecht 2012).

ALTERNATIVE 3 - FUND A SHARED COMMUNITY SPACE

This will be like the University of Minnesota and will show real, long-term commitment to the community. It will house the Westside Communities Alliance and be a space that students working on Westside service-learning projects can congregate and meet with residents. By creating a space

in the community, it will be easier for students and faculty members to connect with Westside organizations thus ultimately helping to achieve the goal of Serve●Learn●Sustain set forth by the QEP.

DISPLAY ALTERNATIVES

Criteria	Alternative 1 Status Quo	Alternative 2 Expand the WCA	Alternative 3 Fund a shared community space
Investment Cost	None	High	High
Operational Cost	None	High	Moderate
Community goodwill	Moderate	High	High
Speed of implementation	Fast	Moderate	Slow
Long-term commitment	Low	Moderate	High

MONITOR/EVALUATE OUTCOMES

- Funding for WCA
- Number of projects performed by WCA

EDUCATION

CURRENT GEORGIA TECH POLICY

Georgia Tech has a number of programs aimed at improving education for students around the Atlanta area. Most of the programs are headed up by the Center for Education Integrating Science, Mathematics, and Computing. As partners to the Atlanta Public School system, CEISM has two different academic mentoring programs – Pathways to STEM and Pathways to College.

We don't have a college of education, but we are keenly aware that the world of the 21st century will require stronger science knowledge and technology skills from everyone. And we put a lot of energy and effort into offering enrichment opportunities to the children and teachers of Atlanta and Georgia.

- President G. Wayne Clough (2001)

The Pathways to STEM program works in partnership with AmeriCorps Members and Georgia Tech Federal Work-Study students to mentor high school students during school hours to “develop math and science skills, providing exposure to STEM careers, and assist students with developing a post-secondary education plan” (CEISM 2015a). The mentors also assist in SAT/ACT preparation as well as submitting college and scholarship applications. The schools associated with this mentoring program are Centennial Place Academy, Drew Charter Senior Academy, Martin Luther King Middle School, Maynard Jackson High School, and Wesley International Charter (CEISM 2015b). The Pathways to College is similar to the Pathways to STEM program but works specifically in the Meadowcreek High School cluster in Norcross,

Georgia (CEISM 2015a). It is important to note none of these schools are located in west Atlanta.

Since the demolition of the Techwood Homes in 1994, Georgia Tech through CEISM has been closely linked to Centennial Place Elementary (CPE). The elementary school was originally designed to be a math, science, and technology school with curriculum designed by Georgia Tech professors. It was the first STEM-focused elementary school in the Atlanta Public School system. Over the years, Centennial has continued its focus on science and technology even as it transitioned into a K-8 Charter in 2013. As a K-8, the Centennial school is formally known as Centennial Academy. Georgia Tech continues to be its “premier partner” and the University “utilizes the school as its “lab” and assists with the development of K-8 STEAM education” (Centennial Academy 2015). Centennial Academy first accepts students in its zone and then opens its registration to all APS students. The Academy is classified under the Grady cluster for APS. It is important to note that Westside students are not zoned there

Finally, the WCA recognizes the importance of quality education and has pushed both the community and the Atlanta Public School system to come together to discuss a strong, viable future for schools in historic Washington Cluster. In early 2015, with support from the Washington Cluster Support Planning Team (WCSPT), the WCA helped organize an education forum at the shuttered Kennedy Middle School. The primary goal of the forum was to start a collaborative conversation “towards rebranding and redefining” the Washington Cluster (Westside Communities Alliance 2015b). Prior to the forum, over 250 surveys were completed by parents, students, and community members with the intention to understand the impressions, needs, and wants from all perspectives. The

Saturday forum attracted 115 participants and included principals, community nonprofits, parents, teachers, students, and governmental officials.

“The Westside Education Forum is the first of many strategic conversations to reframe the Washington High School Cluster. We seek to reclaim the history, to ensure current residents remain in their neighborhoods, and to reinvigorate the learning experiences our youth have available within the cluster.”
(Westside Communities Alliance 2015a)

EXAMPLES FROM OTHER SCHOOLS

Many colleges and universities around the country have implemented service-learning programs to promote cross-education between the neighboring communities of higher education. At the University of Pennsylvania through the Netter Center for Community Partnership, they have combined service-learning with traditional academics. This allows students to understand the “potential applications for the disciplines they are studying” (Rodin 2007). The Academically Based Community Service (ABCS) courses do a number of things including “improve the quality of life in the community and foster structural community improvement”. Most of the 65 courses take place in West Philadelphia and “help students become active, participating citizens of a democratic society” (Netter Center 2012a). This a cross-departmental effort with 25 different departments in nine schools participating (Netter Center 2012b).

One class for example is an urban geology course that studies lead poisoning and exposure. The undergraduates teach local middle school students about lead exposure. Then both set of students go

door-to-door in the community to do environmental assessments (Rodin 2007). A great success is a nutrition course originally taught by an anthropology professor. Undergraduates along with area teens “teach nutrition and healthy-cooking classes at local shelters, churches, and after-school programs” (Rodin 2007). Today, that course has morphed into the Agatston Urban Nutrition Initiative that works in twenty Philadelphia Public Schools. It continues to teach cooking classes as well organizing gardening clubs. It helps coordinate a youth-run fruit stand (Netter Center 2012c).

A Sample of the University of Pennsylvania Academically Based Community Service Courses

- Public Art, Performance, and Community Engagement
- Music in Urban Spaces
- The New African Diaspora: African Immigrant Lives in West Philadelphia
- An Ethnographic Approach to Urban Athletics and Human Movement
- Healthy Schools
- Community Based Environmental Health
- The Community Physics Initiative
- Science in Elementary Schools
- Software Engineering
- Air Pollution: Sources & Effects in Urban Environments
- Clean Water – Green Cities
- Urban Asthma Epidemic

(Netter Center 2015)

Another good example of a University focused on service-learning is the University of Michigan – Ann Arbor, a peer institute of GA Tech. In 2014, a survey by *U.S. News & World Report* completed by college presidents, chief academic officers, and deans of students at more than 1,500 schools ranked the University of Michigan – Ann Arbor as a top 10 institute for service learning (U.S. News & World Report 2014). The University of Michigan has created The Edward Ginsberg Center for Community Service and Learning with the mission “to engage students, faculty, and community members in learning together through community service and civic participation in a diverse democratic society” (Edward Ginsberg Center for Community Service and Learning 2015a). The Center connects students with projects as well as finds resources for faculty and staff “to enhance classroom teachings with meaningful community experiences for your students” (Edward Ginsberg Center for Community Service and Learning 2015b). An ongoing course organized through the Center is “Citizen Interaction Design” which works with the City of Jackson to change the way citizens interact with local government. The course has ten projects that include an online archive, an information portal, and the creation of “a plan to maximize city use and engagement” (Edward Ginsberg Center for Community Service and Learning 2014).

One of the more radical approaches to community education was implemented by the University of Pennsylvania when they chose to create the Penn Alexander School. Judith Rodin, former University of Pennsylvania President, called it “Penn’s greatest gamble in West Philadelphia” (Rodin 2007). Penn recognized a failing educational system quickly lead to neighborhood deterioration as families moved out and others refused to locate in the vicinity. Even with all the other programs in the area, it was impossible to create neighborhood stability. Penn struggled deciding which option was the best – private school, city-wide magnet

school, or neighborhood school. They quickly recognized a private school did not help the goal “to be *of* as well as *in* the community” and a magnet school “clashed with the goal of creating a school that was *in* and *for* the neighborhood” (Rodin 2007). The optimal solution was to take the lead and build a school that was open first to neighborhood residents.

Penn recognized the need for partnership so they immediately involved the School District of Philadelphia and the Philadelphia Federation of Teachers (PFT). They started discussions behind closed doors to ensure a solid partnership was formed, but when residents found out, they “felt left out of the decision-making process” (Rodin 2007). Everyone recognized the importance of a strong school for neighborhood revitalization they created a framework that included more than just a K-8 school. The site also “included a variety of vocational, recreational, and adult-education programs; academic enrichment for students and professional-development activities for teachers; cultural events; and a town hall where the community could come together to explore and debate issues and visions of the future” (Rodin 2007).

Along the way, there were a number of worries expressed by community members as well as elected officials. The community was concerned the school would cater to university affiliates before the residents. Elected officials felt funds should be focused on existing schools. Across the board, there was a worry the new school would create a rift between the enrolled students (the “haves”) and the students who could not enroll (the “have-nots”) and essentially pull financial and human capital resources from existing schools (Rodin 2007). Penn addressed this problem by providing \$1.5 million in funding to existing schools along with support for a librarian, assistance to raise funds for equipment, and faculty support to strengthen the curriculum (Rodin 2007).

RECOMMENDED ACTIONS

There are a number of models available for Georgia Tech to follow. First, Georgia Tech could continue with the status quo. This means they continue doing mentoring programs and sending the WCA into APS discussions to help be another voice to protect the Westside community. Second, Georgia Tech could expand its mentoring program to focus on Westside schools. Third, Georgia Tech could support a model similar to the Centennial K-8 charter but located in the Westside. In this model, Tech would simply lend their support. Finally, Georgia Tech could follow the model of University of Penn and lead the charge to build a new K-8.

ALTERNATIVE 1 - STATUS QUO

Georgia Tech is currently doing outstanding work in its mentorship program and the WCA is working hard to protect the interest of the community when dealing with APS. The problem with this option is that it is slow moving and does not do radical systemic change that is needed to improve the community schools.

ALTERNATIVE 2 – INCREASE MENTORSHIPS IN WESTSIDE SCHOOLS

This can be done with the support of the QEP program and can use the University of Pennsylvania model in regards to its service learning courses. This program will not take a lot of extra funds, just a coordinated effort by the departments, as well as dedication from Georgia Tech faculty to create long lasting programs. Because of the new QEP office, it will be easy to coordinate. This is similar to the University of Pennsylvania's Netter Center for Community Partnership ABCS courses. One thing that must be considered is that teachers must work first with the community to ensure the projects are actually needed. If teachers simply send students in to do unneeded projects, this does not

actually improve relations and can actually hurt them.

ALTERNATIVE 3 – SERVICE-LEARNING COURSES FOCUS ON WESTSIDE

Georgia Tech administration should support and encourage professors to create service-learning courses focused on issues in the Westside. Similar to the University of Pennsylvania, there should be a wide variety of disciplines involved and the University should promote courses that become annual offerings for students. This allows for growth of trust in the community as projects are continued as well as being able to have measurable results. In the example of the Penn with the lead paint, at the end of five years the teachers could synthesize the environmental studies into a larger picture of the neighborhood. As with the Penn course in nutrition, the project was able to grow large enough to become its own initiative.

ALTERNATIVE 4 –BUILD A NEW WESTSIDE SCHOOL

This is the most radical model. To ensure this school supports the neighborhood, the zoning must be community-wide and not district-wide. The University must include the neighborhood and community organizations from the beginning to ensure they do not make the same mistakes as Penn did and have residents "feel left out of the decision-making process" (Rodin 2007). The University can choose to build the school from the ground up or can utilize one of the vacant school properties, such as Kennedy Middle School.

DISPLAY ALTERNATIVES

Criteria	Alternative 1 Status Quo	Alternative 2 Increase mentorships	Alternative 3 Focus service-learning	Alternative 4 Build a School
Investment Cost	None	None	None	High
Operational Cost	None	None	None	High
Community goodwill	None	Moderate	High	High
Speed of implementation	Fast	Moderate	Moderate	Slow
Long-term commitment	None	Moderate	High	High

MONITOR/EVALUATE OUTCOMES

The main way to monitor outcomes is to monitor educational data

- Graduation rate
- standardized scores
- SAT scores
- college acceptance,
- Number of student volunteers
- Number of community partnerships
- Number of hours of service completed by students

WORKFORCE DEVELOPMENT

CURRENT TECH POLICY

Georgia Tech has a strong continuing education program. There are a number of certificate programs available as well as online masters programs. Programs are not only in high-tech subjects like defense technology but also include certificates in management certificates as well as certification in OSHA safety and health (Georgia Tech Professional Education 2015a). Certification programs do not require an application but simply require prospective students to complete a profile (Georgia Tech Professional Education 2015b). The online master's degrees follow the same application process as traditional programs. In 2001, there were over 25,000 Georgia Tech students taking continuing education courses both in person and online (Clough 2001).

In today's technological age, having access to a computer and the internet is one of the most important tools for individuals looking for work or advancing their careers. The Westside Communities Alliance recognized this concept and also recognized that residents in the Westside lack access to computers. In late 2014, with a donation by a community leader of prime retail space, the WCA opened a free computer lab available to the community. With help from volunteers, the computer lab is a place to answer e-mail, do homework, access continuing education courses, and build a resume. During the first three weeks the lab was open, over fifty community members took advantage of the new computer lab (Westside Communities Alliance 2015c). Currently the computer lab is funded through grants from PNC Bank, Georgia Tech's Ivan Allen College of Liberal Arts, and a Georgia Tech FIRE Grant for Transformative Research and Education (Westside Communities Alliance 2014)

EXAMPLES FROM OTHER SCHOOLS

The University of Pennsylvania developed free evening and weekend courses for West Philadelphia residents. The courses are academic, cultural, and recreational and are supported by student, staff, and faculty volunteers (Rodin 2007).

RECOMMENDED ACTIONS

ALTERNATIVE 1 – STATUS QUO

The current Georgia Tech model is a traditional continuing education program. This model has worked well for the University but does not necessarily open up possibilities for Westside residents.

ALTERNATIVE 2 – FUND COMPUTER LAB LONG-TERM

While the Community Computer Lab was an initial great success, to ensure long-term survival, the WCA needs dedicated committed funds to keep the computer lab operational. Funds would hire fulltime staff, allow the lights to stay on, and allow for additional purchases of supplies. Fulltime staff can be supplemented by student volunteers.

ALTERNATIVE 3 – CREATE SCHOLARSHIP PROGRAM FOR WESTSIDE RESIDENTS FOR CONTINUING EDUCATION

Earning a certificate or a degree from Georgia Tech can open a number of doors but the costs can be prohibitive. Even the recently introduced Online Master of Science in Computer Science for only \$7000, can be cost prohibitive to very low-income individuals. Georgia Tech could create a scholarship program for residents in the Westside. They would still have to go through the same application process but this would allow greater affordability.

DISPLAY ALTERNATIVES

Criteria	Alternative 1 Status Quo	Alternative 2 Long-term funding for community computer lab	Alternative 3 Continuing Education Scholarship
Investment Cost	None	Moderate	Moderate
Operational Cost	None (unchanged)	Moderate	Moderate
Community goodwill	None	High	High
Speed of implementation	Fast	Moderate	Moderate
Long-term commitment	None	High	Moderate

MONITOR/EVALUATE OUTCOMES

- Unemployment rates in community
- Median income in community
- Number of students enrolled in continuing education courses
- Number of scholarships given to continuing education students
- Funds for computer lab
- Number of hours computer lab is able to be open

ECONOMIC DEVELOPMENT

EXAMPLES FROM OTHER SCHOOLS

Direct purchasing by the university means the university would work with local businesses to purchase supplies and services. The most recognized university that created a direct purchasing policy was the University of Pennsylvania with its “Buy West Philadelphia” campaign (Rodin 2007). In 1986, Penn purchased \$800,000 from the local community, and by 2009, the university increased this to \$89.6 million. This is only 11 percent of the total purchase spending by the University of Pennsylvania (Harkavy 2009). A rough estimate by the Penn Institute for Urban Research states the economic impact is 160 additional local jobs and \$5 million in local wages (Harkavy 2009). The University of Pennsylvania was able to accomplish this by making a commitment at the administration level as well as working with businesses to grow their capacity.

Cleveland has a multi-institutional cooperative known as the Evergreen Cooperative. It was formed by a partnership between the Cleveland Foundation, the Democracy Collaborative at the University of Maryland, the Ohio Employee Ownership Center at Kent State, and other anchor institutions of Cleveland’s Greater University Circle. Funding for the cooperative came from many sources including the Economic Development Authority and New Market Tax Credits (Capital Institute 2014). The cooperative was started in 2008

The Evergreen Cooperative consists of three separate cooperatives with the first being established as a laundry, then a solar facility, and most recently a greenhouse. Each cooperative is designed to become employee owned and operated. After ten years of employment, an employee/owner is anticipated to have earned \$65,000 in their savings beyond their paycheck.

RECOMMENDED ACTIONS

ALTERNATIVE 1 – STATUS QUO

The current purchasing policy at Georgia Tech does not promote local Westside business, so there is no attributable job creation due to this policy. Goods are typically purchased from large wholesalers so costs to the University are low. The current system does not create revenue for the University.

ALTERNATIVE 2 – DIRECT PURCHASING

In the University of Pennsylvania model, the job growth after 20 years only equated to 160 new jobs. Georgia Tech’s spending is roughly half of Penn’s; therefore, the new jobs created would equal approximately 80.

To implement this policy, the University does not need to invest in infrastructure or other up-front investments. The operational cost required for a direct purchasing program is the cost of a single staff member to coordinate with businesses in the Westside, which is only a moderate cost to the University. From doing a quick analysis, it is difficult to determine if there will be a change in the cost of goods and services. Because Georgia Tech will most likely be buying from smaller firms and the firms will likely need to charge a higher cost due to economies of scale, the price of goods will go up. This higher cost could balance out if the social cost is calculated. Under the direct purchasing policy, the University will not see an increase in revenue. Looking at the Penn model, it can be calculated that the increase in wages could eventually equal \$2.5 million. In an economically depressed area, this is a moderate increase.

It is difficult to say what the University support will be, but all other stakeholders will have significant support for a direct purchase model. This includes local businesses who can possibly gain a strong

customer, the City, which can see an improved economic forecast in a depressed area, and the community due to the increased jobs. Due to the University making efforts to work with the community, there will be an increase in goodwill between the groups.

To create a direct purchasing program, it is necessary to have staff prepared to recruit and prepare Westside businesses. While the Westside Communities Alliance is currently working with business associations, the direct purchase policy will most likely need a dedicated staff member to work properly. This staff member will recruit business, keep them updated on upcoming projects, and guide them through the procurement process.

The University will also need to change its procurement policy for the direct purchasing program to work. Changes may include reducing the amount of time to receive payment from the school or allowing small businesses to bid on small parts of a larger project.

While the University will need to recruit businesses to participate, the direct purchase policy does not require any other outside partnership. In addition, this policy can be implemented quickly because the University does not need to wait on partnership agreements or the building of new infrastructure. Once implemented, changes in the community will improve at a moderate rate.

ALTERNATIVE 3 – COOPERATIVE MODEL

In the Evergreen Cooperative model, the potential number of jobs created will be 135-160. This is only a moderate number of new jobs. To implement the cooperative policy, the University will need to invest in infrastructure and other up-front investments. There will be long-term operating costs for the cooperative, as well as the need to hire a staff member to act as coordinator. This is a high cost to the University. From doing a quick

analysis, it is difficult to determine if there will be a change in the cost of goods and services. Similar to the direct purchasing model, Georgia Tech will most likely be buying from smaller firms and the price of goods will go up. This higher cost could balance out if the social cost is calculated. Creating a cooperative, the University may see a small amount of revenue generated. In the Evergreen Cooperative model, people were paid a living wage and put money into a savings account that would eventually equate to \$65,000 after 10 years.

Due to the high up-front cost, it is unlikely the University will support participation in a cooperative. Businesses within the community may or may-not support the cooperative depending on its impact on their revenue. It is also difficult to determine the City's support of a cooperative. Helping establish a cooperative will have high community support and greatly increase neighborhood goodwill.

To create a cooperative, there are many roles that a staff member must be able to do including site selection, finances, and staff recruitment. The cooperative will require strong partnership commitments. This will be from organizations that will help finance goods, as well as institutions that will purchase the goods. Implementing the cooperative will be a long process, but once in place, community staff members will quickly see improved income and long-term prospects.

DISPLAY ALTERNATIVES

Criteria	Alternative 1 Status Quo	Alternative 2 Direct Purchasing	Alternative 3 Cooperative model
Investment Cost	None	Moderate	High
Operational Cost	None	Moderate	High
Community goodwill	None	High	High
Speed of implementation	Fast	Moderate	Slow
Long-term commitment	None	High	High

MONITOR/EVALUATE OUTCOMES

Recommended performance metrics are

- Crime rate
- Employment rate
- Household income
- Homeownership rate
- Number of vacant properties
- Property value
- Number of businesses in the community
- Length of time businesses are in business
- Number of local businesses hired by Tech
- Number of purchase orders by Tech on local businesses
- Dollar amount of purchase orders by Tech on local businesses
- Payment turnaround time

NEXT STEPS

The University needs to look through the recommendations and determine the optimal one. In some cases, they may be short-term and long-term options. While some options may take financial commitments, Georgia Tech is not alone in this process. There are other large institutions and community entities that may be willing to partner and Georgia Tech should organize a discussion between the groups. It does not need to be a competition but rather a financial and human capital partnership.

Throughout the whole process, Georgia Tech and its partners must work closely with community groups, residents, businesses, and nonprofits to ensure neighborhood support. The University should allow the community to help lead the discussion rather than vice versa. Once a decision is made, the University should develop and commit to a five, ten, and twenty-year plan. A plan should include an implementation plan, financial/budgetary commitments, and set milestone goals. This will keep the University accountable and help guide decisions across departments. Throughout the process, the University should regularly measure performance metrics. These metrics will help the administration ensure progress is occurring and goals are being met.

CONCLUSION

When Georgia Tech was created in the 1800s, it was to improve Georgia's situation with industry, specifically manufacturing. In the following 100 years, the University became internationally recognized for outstanding education and being on the forefront of innovation. While Georgia Tech has become a leader in technology, the University should also strive to be leader in community relations. Georgia Tech has already taken the first step with the decision to make Serve●Learn●Sustain the central theme of the updated QEP. However, to show true dedication to improving the Westside, the University must commit to implementing the recommended changes. Some recommendations are simple, like increasing mentorship programs to West Atlanta high school students or creating Westside focused University service-learning classes. Others require long-term

high financial commitments, like building a shared community space. Not all recommendations described in this paper will be seen as feasible by the University, but being on the cutting edge requires well-thought-out risk-taking. Former President G. Wayne Clough (2007) stated, "There is no one specific future we can foresee, but universities can be the proverbial tipping element if they have the will to be adaptable, to anticipate change, and to be responsive to new conditions. I believe universities will have to learn to be innovative to their very core and they will have to accept becoming risk takers, including the downside that can come with this territory". For Georgia Tech to fulfill its mission "as leaders in improving the human condition in Georgia, the U.S., and around the globe", the administration must take risks and set lofty expectations to become good neighbors to the Westside community. Achieving these goals will truly make Georgia Tech a global leader of the 21st century.

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